

Nebraska K-12 Fine Arts Standards: Visual Arts

(Adopted March 4, 2014)

K-12 Visual Arts: Students will develop and apply ideas, knowledge, and skills to create, respond to, present, and connect art with the human experience. (curricular bands have been re-ordered: create, respond, present, connect)				
	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Create - Art to generate ideas	FA 2.2.1 Students will use the creative process (<i>glossary</i>) to make works of art with a variety of materials (<i>glossary</i>).	FA 5.2.1 Students will use the creative process (<i>glossary</i>) to make works of art exploring subjects and themes (<i>glossary</i>) with a variety of materials (<i>glossary</i>).	FA 8.2.1 Students will use the creative process (<i>glossary</i>) to investigate and communicate personal voice in artwork.	FA 12.2.1 Students will use the creative process (<i>glossary</i>) to formulate a plan and implement aesthetic (<i>glossary</i>) choices in artwork.
	FA 2.2.1.a Experiment and explore ideas and materials (<i>glossary</i>) (e.g. 2D, 3D).	FA 5.2.1.a Develop ideas using a variety of materials (<i>glossary</i>).	FA 8.2.1.a Investigate ideas and materials (<i>glossary</i>) to demonstrate planning and refining.	FA 12.2.1.a Analyze multiple ideas and materials (<i>glossary</i>) to demonstrate planning and refining.
	FA 2.2.1.b Create artworks that express unique student interpretation.	FA 5.2.1.b Use observation, imagination and interpretation in creating artworks that reflect a variety of styles, themes, (<i>glossary</i>) and subjects.	FA 8.2.1.b Recognize personal voice and make stylistic choices to reflect personal identity.	FA 12.2.1.b Create and communicate a personal voice, with intention, through a body of work.
	FA 2.2.1.c Explore and experience the properties of various art media (<i>glossary</i>) through senses and emotions.	FA 5.2.1.c Demonstrate the connections between sensory experience (<i>glossary</i>) and expressing emotion.	FA 8.2.1.c Engage in the sensory experience (<i>glossary</i>) and relate it to making expressive artwork.	FA 12.2.1.c Engage in making art to communicate and connect aesthetic theories (<i>glossary</i>) to self-expression (e.g., imitationalism (<i>glossary</i>), expressionism (<i>glossary</i>), institutionalism (<i>glossary</i>), instrumentalism (<i>glossary</i>), formalism (<i>glossary</i>), contextualism (<i>glossary</i>)).
	FA 2.2.1.d Explore elements of art and principles (<i>glossary</i>) of design to brainstorm visual possibilities. (e.g., use color and shape to create pattern).	FA 5.2.1.d Identify and use elements of art and principles of design (<i>glossary</i>) to brainstorm visual possibilities (e.g., create symmetrical and asymmetrical balance using line and shape).	FA 8.2.1.d Investigate and apply relationships between elements of art and principles of design (<i>glossary</i>) to brainstorm visual possibilities (e.g., consider a variety of images and determine how line and value create emphasis in art).	FA 12.2.1.d Demonstrate and communicate understanding of relationships between elements of art and principles of design (<i>glossary</i>) by developing multiple solutions to a visual problem.
	FA 2.2.1.e Explore various techniques, skills, and the importance of craftsmanship/workmanship (<i>glossary</i>) (e.g., properly hold scissors, while turning paper, to create a well-defined shape).	FA 5.2.1.e Apply various techniques to develop craftsmanship (<i>glossary</i>) skills (e.g., use cutting and gluing techniques to produce clean edges without visible glue).	FA 8.2.1.e Investigate and demonstrate the relationship between technique, skill, and craftsmanship (<i>glossary</i>).	FA 12.2.1.e Synthesize knowledge of relationships between advanced technique, skill, and craftsmanship (<i>glossary</i>).
	FA 2.2.1.f Demonstrate respect for accepted procedures regarding responsible care of equipment and materials (<i>glossary</i>).	FA 5.2.1.f Demonstrate respect for accepted procedures regarding responsible care of equipment and materials (<i>glossary</i>).	FA 8.2.1.f Demonstrate respect for accepted procedures regarding responsible care of equipment and materials (<i>glossary</i>).	FA 12.2.1.f Demonstrate respect for accepted procedures regarding responsible care of equipment and materials (<i>glossary</i>).

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Respond – to understand and appreciate ideas	FA 2.2.2 Students will explore the critical process (<i>glossary</i>) to respond to works of art, learning about themselves and others.	FA 5.2.2 Students will use the critical process (<i>glossary</i>) to examine works of art, learning about themselves and cultures.	FA 8.2.2 Students will use the critical process (<i>glossary</i>) to compare and contrast multiple works of art, learning about themselves in the world.	FA 12.2.2 Students will use the critical process (<i>glossary</i>) to develop and defend a logical argument supporting a contextual response to a work of art.
	FA 2.2.2.a Identify and describe a piece of art (e.g., subject matter (<i>glossary</i>), use of color).	FA 5.2.2.a Identify and describe use of media (<i>glossary</i>) (e.g., paint, clay, collage) and techniques to create subject matter (<i>glossary</i>), visual elements (<i>glossary</i>) and mood.	FA 8.2.2.a Identify and describe themes (<i>glossary</i>) and styles in works of art.	FA 12.2.2.a Identify and describe works of art that reveal different ideas (e.g., cultures, individuals).
	FA 2.2.2.b Identify use of elements and principles (<i>glossary</i>) in works of art (e.g., recognize use of pattern, symmetry).	FA 5.2.2.b Categorize elements and principles (<i>glossary</i>) in works of art (e.g., group works of art by the use of line, shape, balance).	FA 8.2.2.b Compare and contrast works of art using elements and principles (<i>glossary</i>) (e.g., themes (<i>glossary</i>), styles, cultures).	FA 12.2.2.b Formulate a rationale addressing use of elements and principles (<i>glossary</i>) in a work of art.
	FA 2.2.2.c Interpret mood or feeling in a work of art.	FA 5.2.2.c Interpret the message communicated by a work of art, using knowledge of visual elements (<i>glossary</i>), subject matter (<i>glossary</i>), and mood.	FA 8.2.2.c Compare and contrast various interpretations of themes (<i>glossary</i>), styles, and mood.	FA 12.2.2.c Interpret and explain expressive qualities of artistic styles (<i>glossary</i>) and movements (e.g., contemporary/pop cultural vs. historical art movements).
	FA 2.2.2.d Articulate personal artistic choice and ideas (e.g., "I like this because...", "I chose this because...").	FA 5.2.2.d Compare personal interpretation of a work of art with the interpretations of others.	FA 8.2.2.d Explain why a work of art can evoke different interpretations and how artwork is interpreted and evaluated by the way it is displayed or presented.	FA 12.2.2.d Critique and defend how aesthetic (<i>glossary</i>) choices impact the visual image and/or intended message.

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Present –Art to communicate ideas, process, and product.	FA 2.2.3 Students will explore basic presentation methods and purposes.	FA 5.2.3 Students will develop presentation skills to communicate meaning.	FA 8.2.3 Students will understand and apply their knowledge of a variety of presentation and communication techniques.	FA 12.2.3 Students will integrate and apply presentation knowledge into life experiences.
	FA 2.2.3.a Present an artist statement (<i>glossary</i>) through formal or informal communication (e.g., written, verbal).	FA 5.2.3.a Communicate artistic statements (<i>glossary</i>) using art terminology (e.g., product, process).	FA 8.2.3.a Analyze and present reflections of personal growth in an artist statement (<i>glossary</i>).	FA 12.2.3.a Design a personal artist statement (<i>glossary</i>) by choosing from a variety of methods (e.g., poetry, multimedia).
	FA 2.2.3.b Select a work of art for display.	FA 5.2.3.b Apply basic art presentation skills in a collaborative group display.	FA 8.2.3.b Analyze, individually and collaboratively, the selection of art collections, displays, and presentations.	FA 12.2.3.b Create a portfolio (<i>glossary</i>), digital collection (<i>glossary</i>), or community display in a professional manner.
	FA 2.2.3.c Communicate a variety of different venues (<i>glossary</i>) to display art (e.g. describe or dramatize to an audience)	FA 5.2.3.c Examine how the process of collecting and displaying artwork varies depending on the purpose (e.g., cultivate awareness and appreciation of ideas, beliefs, experiences).	FA 8.2.3.c Explore how the meaning of art can be affected by the presentation mode or venue (<i>glossary</i>) (e.g., reproduction, digital, social media (<i>glossary</i>), or original museum/gallery experience).	FA 12.2.3.c Compare and contrast the effectiveness of a presentation venue (<i>glossary</i>) and how it affects the artist, artwork, and audience (e.g., reproduction, digital, social media (<i>glossary</i>), museum setting, gallery experience).

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Connect - Individual perspective and identity through the study of art Artist Identity Time and Place Purpose and Function	FA 2.2.4 Students will identify contemporary, historical, and cultural context in art and life.	FA 5.2.4 Students will examine contemporary, historical, and cultural context in art and life.	FA 8.2.4 Students will examine the significance of art in contemporary, historical, and cultural context in art and life.	FA 12.2.4 Students will synthesize understanding of contemporary, historical, and cultural context in art and life.
	FA 2.2.4.a Communicate that "I can be an artist."	FA 5.2.4.a Identify ways that artists influence lives and communities.	FA 8.2.4.a Students can identify and demonstrate the role of an artist and explore art-related career opportunities.	FA 12.2.4.a Investigate how artists define, shape, and empower their lives (e.g., personal life, lifelong opportunities, careers).
	FA 2.2.4.b Identify examples of how humans have always made art.	FA 5.2.4.b Compare and contrast works of art from a variety of contemporary, historical, and cultural contexts.	FA 8.2.4.b Investigate and classify works of art from a variety of contemporary, historical, and cultural contexts.	FA 12.2.4.b Analyze and interpret works of art from a variety of contemporary, historical, cultural contexts; time periods, and cultural settings.
	FA 2.2.4.c Communicate that works of art are made for different purposes.	FA 5.2.4.c Identify and discuss purpose and function of different art forms (e.g., "is this object a sculpture, bowl, or decoration?").	FA 8.2.4.c Compare and contrast the purpose and function of different art forms. (e.g., artifacts <i>(glossary)</i> vs. fine art).	FA 12.2.4.c Synthesize how the purpose and function of art reveals aesthetic theory <i>(glossary)</i> (e.g., political, social, cultural, personal).
	FA 2.2.4.d Identify how images and objects are used to convey a story, familiar experience, or connection to the world.	FA 5.2.4.d Explore how images and objects are used to convey a story, familiar experience, or connection to the world.	FA 8.2.4.d Explain how images and objects are used to convey a story, familiar experience, or connection to the world.	FA 12.2.4.d Connect images, objects, and a personal work of art to convey a story, familiar experience, or connection to the world.